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ABSTRACT

This text for limited-English-speaking workers in the garment industry consits of illustrated vocabulary words, grammar lessons, narratives or brief readings, and exercises on employment-related topics. The first section focuses on shop talk, including job-specific vocabulary, simple expressions and explanations, social language, seeking and giving information orally or on forms, job titles and duties, daily schedules and expressions of time, individuals in the immediate work space, the plant, expressing opinions or describing problems, and telephone skills. The second section addresses workers' rights and unions. Topics in this section include identifying problems and describing them to the floorlady, filling out and filing workman's compensation reports, describing working conditions and problems to a supervisor, asserting oneself on compensation issues, expressing needs and problems to the union steward, describing health problems, understanding and expressing basic union and civil rights, understanding union struggles for rights, and making changes using union grievance and other procedures. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ENGLISH IN THE GARMENT SHOPS

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Lorrie Verplaetse

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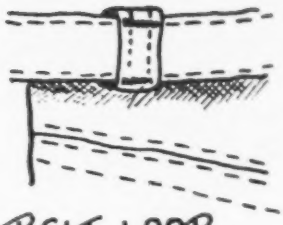
VOCABULARY

BOLTS OF FABRIC

BUNDLE

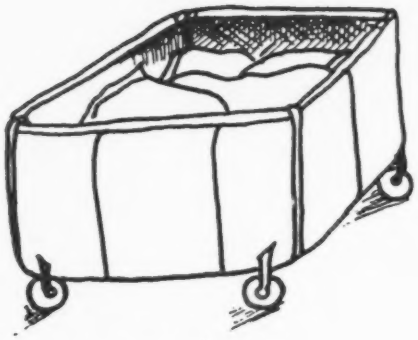
SPOOL OF THREAD

THREAD TREE

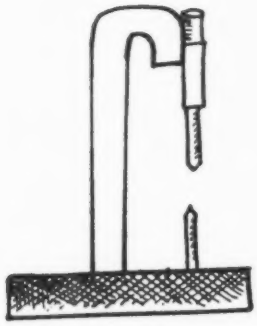


BELT LOOP

ZIPPER

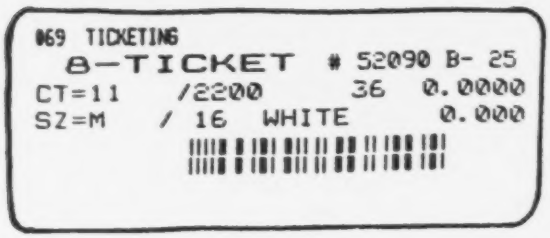


TRUCK



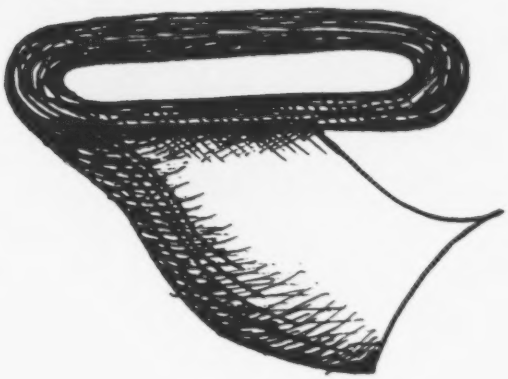
TURNER

VOCABULARY

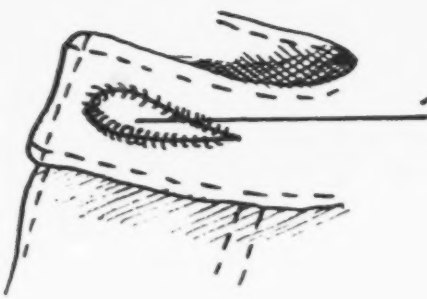


TICKET

BOLT OF FABRIC



SCISSORS

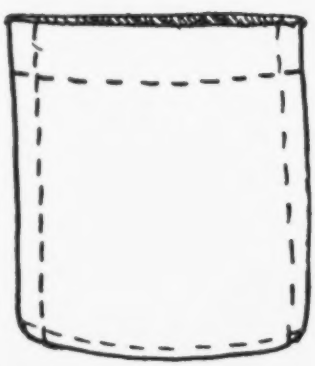


BUTTON HOLE

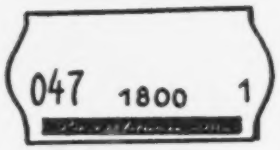
BOBBIN CASE

NEEDLE

POCKET

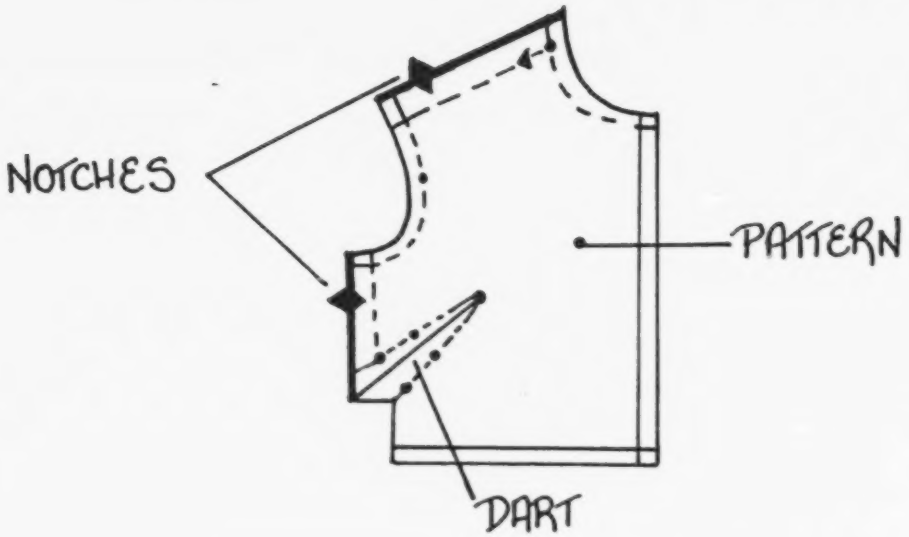


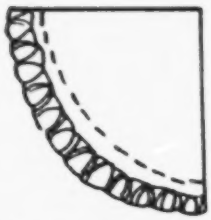
VOCABULARY



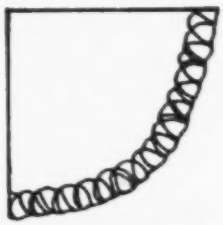
SOBAR

TUNNEL





SAFETY STITCH



OVERLOCKED STITCH

WHAT'S THIS?

What's this? It's a bundle.

What's that? It's a notch.

Exercise I: Answer the questions.

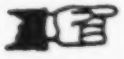
1. What's this? _____

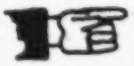
2. What's this? _____

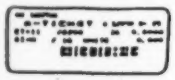
3. What's this? _____

4. What's this? _____

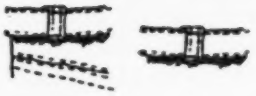
5. What's that? _____

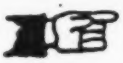
6. What's that?  _____

7. What's that?  _____

8. What's that?  _____

WHAT ARE THESE?

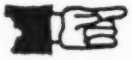
What are these?  They're belt loops.

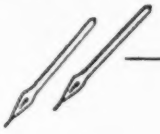
What are those?  They're zippers.

Exercise I: Answer the questions.

1. What are these? _____

2. What are these? _____

3. What are those?  _____

4. What are those?  _____

Are these belt loops? Yes, they are.

Are these belt loops? No, they aren't. They're zippers.
(or)
No, they're not. They're zippers.

Exercise II: Answer the questions.

1. Are these buttonholes? _____

2. Are these pockets? _____

3. Are those bundles? _____

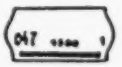
4. Are those needles? _____

YES AND NO

Is this a bundle? Yes, it is.

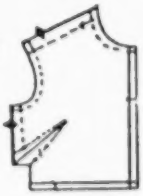
Is that a thread tree? No, it isn't.
It's a spool of thread.

Exercise II: Answer the questions.

1. Is this a pattern?  _____

2. Is this a tunnel? _____

3. Is this a zipper? _____

4. Is this a turner?  _____

5. Is that a pair of scissors? _____

6. Is that a bolt of fabric? _____

7. Is that a pocket? _____

8. Is that a ticket? _____

MARIA'S STORY

(STORY TO BE READ ALOUD OR PLAYED ON A TAPE FOR LISTENING COMPREHENSION)

Meet Maria Neves.

Maria came to New Bedford, Massachusetts in 1976, shortly after the Portuguese revolution. Maria's home was in Mozambique. Maria lived on a small farm with her husband, Joao, and their two sons, Gilberto and Manuel. She did not work outside of the home. Her job was to care for her family and to tend to the animals on the farm. The war forced the Neves family to return to Portugal. But because of the revolution it was difficult to find suitable work in Portugal, so Maria and her family came to the United States.

At first, Maria felt very lonely and homesick for her farm and friends in Mozambique. She did not like their small apartment on the third floor of a tenement house. She missed her land and her animals. Secretly she hoped, saved money, and planned someday to return to her home.

Because the cost of living in America was so high, Maria had to go to work. She got a job as a stitcher at Kartex Company, where she has been working for the past ten years. Her two sons are grown now. Manny has graduated from college and is an electrical engineer. Gil is married, has a baby daughter, and is going to school at night while he works as a fish packer during the day. Her husband, Joao, also works for Kartex. He is a janitor during the second shift.

Sometimes Maria still misses her farm in Mozambique. But she no longer plans on returning. The money she had been secretly saving was spent as a downpayment on their tenement building. The Neves are now homeowners and landlords to Gilberto's family on the second floor and a Cambodian family on the first floor.

Her home is now New Bedford, Massachusetts where she has a secure job, a beautiful family, and good friends.

I. QUESTIONS ABOUT STORY

(beg.)Where does Maria live?
Where is she from?
Where does Maria work?
What is her job?

Does she have a family?
Why does Maria miss Mozambique?

(int.)Why did the Neves family leave Mozambique?
What happened next?
Why did they come to America?
How did Maria feel when she came to America?
What did she do about her feelings?
What happened next?
How does Maria feel about America now?

(adv.)Why did Maria feel lonely and homesick?
What other feeling do you think she had?
Was it hard for her to adjust to America?
What particular problems do you think she had?
How do you think Maria feels today?

II. QUESTIONS ABOUT YOU:

Using the same questions, ask a classmate about his or her story.

(beg.)What is your name?_____

Where do you live?_____

Where are you from?_____

Where do you work?_____

What is your job?_____

Do you have a family?_____

Do you miss your homeland?_____

Why?_____

(int.)Why did you leave your country?_____

What did you do next?_____

Why did you come to America?_____

How did you feel when you came to America?_____

_____

What did you do about your feelings?_____

What happened next?_____

How do you feel about America now?_____

(adv.)Why did you feel_____when you first came to America?_____

What other feelings did you have?_____

_____

Was it hard for you to adjust to America?_____

_____

What particular problems did you have?_____

_____

How do you feel now about your new home?_____

_____

III: MY OWN STORY

With the help of a writer or on your own, write down your story. Use the above questions to guide you.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ASKING FOR AND GIVING INFORMATION

There are many ways to ask for information and to give information. Below are three different ways.

BETWEEN EMPLOYER AND WORKER:

E: Good morning Aguinaldo. Please sit down.
W: Thank you.
E: What country are you from?
W: Cape Verde Islands.
E: What kind of work did you do there?
W: I made nets for the fishing boats.
E: How long have you been in America?
W: Three years.
E: What jobs have you had here?
W: I repaired nets on the docks, then I worked for Kartex Clothing as a presser.
E: What machines can you operate?
W: The buck press and a small hand press.
E: Do you have a family?
W: Yes, a wife and two kids.
E: Does your wife work?
W: Yes, she's a cutter at Kartex.
E: Where do you see yourself in five years?
W: I want to have a good, steady job and to own my own home.
E: Do you have any hobbies?
W: I play soccer and am learning Tai Kwan Do . . .

EXCERCISE I: Who asks all of the questions?
What questions does he ask?

Divide in pairs: Role play the above interview, taking turns being the employer.

BETWEEN TWO COWORKERS:
(during coffee break)

Tony: Hey, sit over here. How's the coffee?
Aguinaldo: (sits down) Tastes like mud! (grins)

T: I'm Tony. And you?
A: Aguinaldo; call me Gigi.
T: Where'ya from?
A: Cape Verde.
T: Oh yeah? What d'ja do there?
A: Made fishing nets.
T: So how long you been in America?
A: Three years.

FILLING OUT FORMS:

This is a very common way to give information when we apply for a job, open a bank account, take out insurance, go to school, even order telephone service, we must fill out forms. Fill out the following form using Aguinaldo's information.(beg,int,adv)

NAME_____Country of Origin_____

ADDRESS_____Years in U.S._____

_____Years at current address_____

Work History: (list most recent job first)

Job Title	Company	Dates	Equipment Used

Family Members (list all living in household)

Name	Relationship	Employed? Yes or No	Company Job

Occupational Plans for next 5 years:_____

_____

Interests and Hobbies:_____

_____

Now fill out the same form using your own information. (beg, int,adv.)

NAME_____ Country of Origin_____

ADDRESS_____ Years in U.S._____

_____ Years at current address_____

Work History: (list most recent job first)

Job Title	Company	Dates	Equipment Used

Family Members (list all living in household)

Name	Relationship	Employed? Yes or No	Company Job

Occupational Plans for next 5 years:_____

_____

Interests and Hobbies:_____

_____

_____

What other questions will you find on forms? (int. & adv.)

WHAT'S YOUR JOB?

I'm a cutter.
I cut patterns.

EXERCISE I: Fill in the blanks. (all levels)

WHAT'S YOUR JOB?	WHAT DO YOU DO?
I'm a spreader.	I spread bolts of cloth onto a table.
I'm a seamer.	I close seams.
I'm a pocket setter.	I bag pockets.
I'm a sorter.	I _____.
I'm a hemmer.	I _____.
I'm a loop maker.	I _____.
I'm a fuser.	I _____.
I'm a floorlady.	I _____ and _____.
I'm a _____.	I press large pieces of cloth on the buck press.
I'm a _____.	I set company labels.
I'm _____.	I set buttons according to specs.

I'm _____.	I stitch down seams.
I'm _____.	I set waistbands.
I'm _____.	I cut patterns.
I'm _____.	I bag the finished clothing.
I'm _____.	I distribute work to the stitchers.
_____.	_____.
_____.	_____.
_____.	_____.

EXERCISE II: Fill in the blanks, again. (all levels)

Repeat Exercise I, this time, answer the questions:

What's his job?	What does he do?
What's her job?	What does she do?
What's their job?	What do they do?

EXERCISE III: DISCUSS (int. & adv.)
(beg. may want to listen)

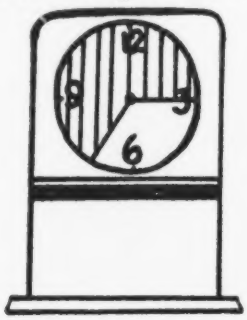
Discuss:

What's your job?
What do you do?
What do you like about your job?
What don't you like about your job?

I'm a bagger.
I bag the finished clothing.

DAILY SCHEDULE

Every morning I get to work at 6:50 AM. I get a quick cup of coffee from the caterer's truck. Then I punch in at 6:57 AM. I gab for a couple minutes with the other stitchers while I open up my machine. Soon the floor lady brings me a new bundle. I read the ticket. If I have any questions, I ask the floorlady. Then I begin sewing. If my thread breaks, I fix it myself. But if my needle breaks I call the mechanic. Sometimes I get a bundle that has an error already in it. Then I have to call the floorlady and she takes care of it. I get a coffee break at 9:45, luch at 12:00, and another break at 1:45. At 2:55 the warning buzzer rings. When I hear the buzzer I begin to clean up and get into line at the clock. When the 3 o'clock buzzer rings, we all punch out and go home.



EXERCISE I: YOUR DAILY SCHEDULE (all levels)

Answer the following question.
You can discuss this, report it, or write it.

What do you do during the day?
Describe in detail.

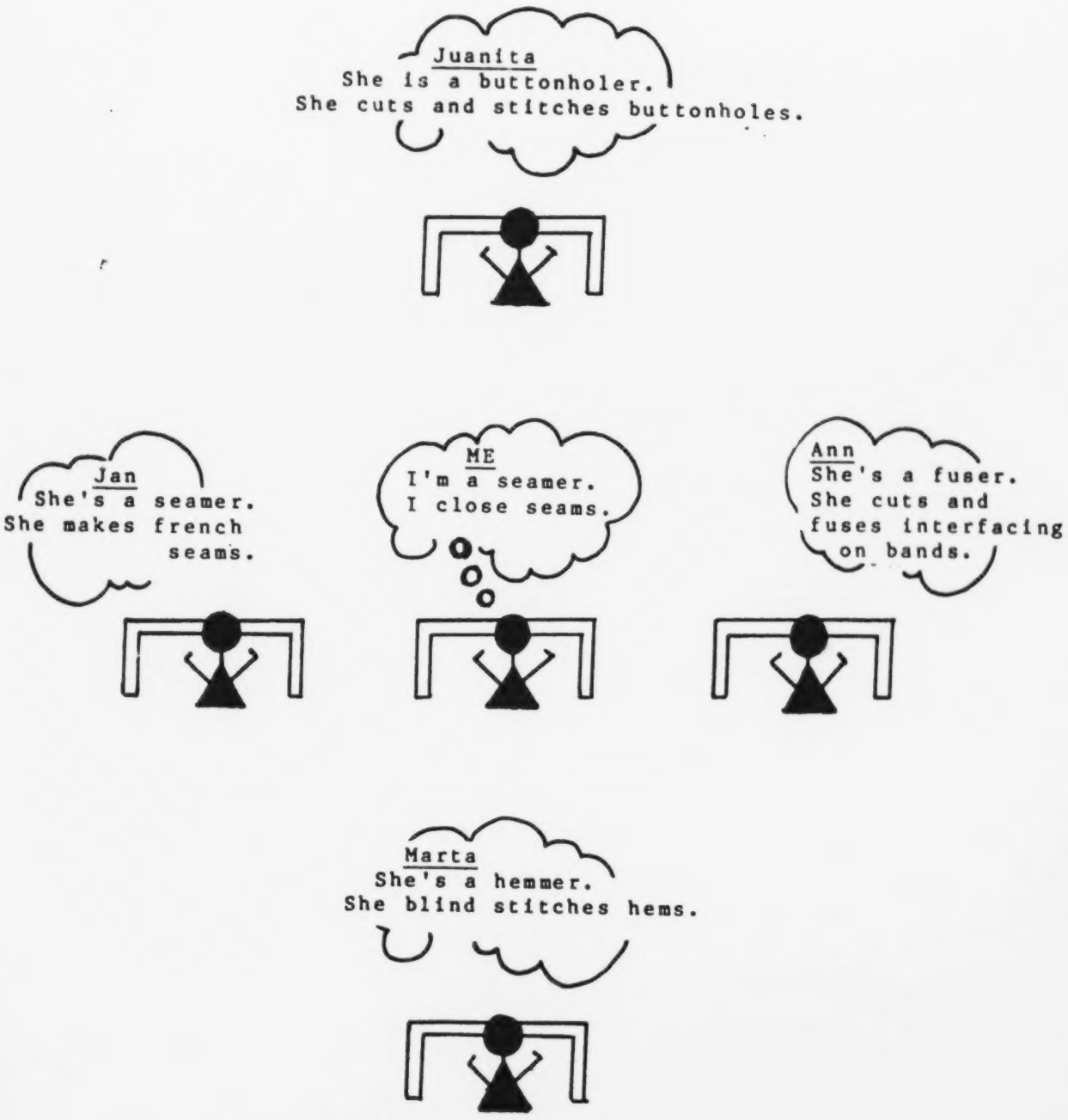
EXERCISE II: DAILY CONVERSATION (all levels)

Think about what you do during each part of the day. List those people that you talk to. Answer the following:

Who do you talk to?
What do you talk about?

(int. & adv.)
Are there some people that you are more comfortable talking to than others?
Why is this so?
Are there any ways that you can change this?

MY PERSONAL MAP



MY PERSONAL MAP

EXERCISE I: TALKING AT WORK (all levels)

Following the example given, draw a personal map.

Answer the following questions:

Who sits next to you on the right?
Who sits next to you on your left?
Who sits in front of you?
Who sits behind you?

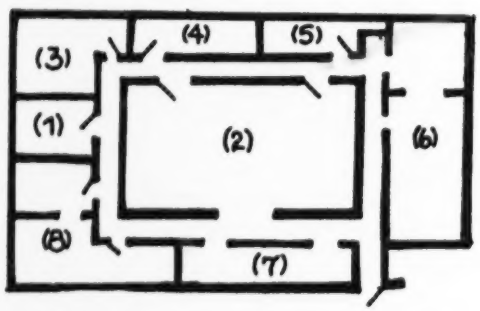
For each of the above?

What is her job?
Do you talk with that person?
What do you talk about?
Do you speak in English or your native language?

PLANT TOUR

Hi, my name is Thien. Welcome to Kartex Clothing. We make the famous Kartex slacks. Let me take you on a tour of the shop.

(1) This is the cutting room. Juan is a spreader. He spreads out the bolts of cloth onto the table. Then Michelle, the cutter, lays out the patterns and cuts out the pieces. Next, the sorter sorts the pieces and makes up bundles for the floorladies. These bundles go into trucks and are rolled out to the stitchers.



(2) This large area is the stitching department where all the sewing is done. The stitchers work on many different machines that make many different stitches. The floorlady looks at the spec sheet and brings work to the stitchers in bundles. Each bundle has a ticket. When the stitcher reads this ticket, she knows what operation to do. If the stitcher has a question about the job, she asks the floorlady.

(3) This is the finishing department where the pieces of clothing are cleaned and finished. Then the clothing goes to the pressing room.

(4) Meet Joao. He's a presser. He operates the huge buck presser. Maria is a presser,too. She operates a smaller hand press for small areas of material.

(5) Next is the bagging department. Pedro is a bagger. He puts the clothes on hangers and into plastic bags. Finally the clothes are ready to go to shipping (6), where the shipper packs and ships them out to the stores and outlets.

The other areas in our plant are (7) the cafeteria where we eat lunch and have coffee breaks and (8) the offices where the managers, office personnel, and bookkeepers work.

EXERCISE I: TALKING TOUR (all levels)

Divide into groups according to shops or departments. Draw a floor map of your plant. Take your teacher and other classmates on a "talking tour" of your plant. Answer the following questions (for each department):

What department is this?
Who works in this department?
What are their job titles?
What do they do on the job?

EXERCISE II: WRITTEN TOUR (int. & adv.)

Write out the "talking tour" on paper following the example in this booklet.

IN MY OPINION

WHAT DO YOU THINK ABOUT SEASONAL LAYOFFS?

Maria: I think that they're great. It gives me time to work and times during the year to take care of my kids and my house.
Rosa: That's true. I get an extra long vacation over Christmas. And in the spring I am called back to work.
Tony: Well, in my opinion, seasonal layoffs are unfair! I need a job that will give me the chance to earn a paycheck every week.
Rosa: Yes, but don't you like the free time off?
Tony: No way! I want a steady job and steady pay!

To the class: WHAT DO YOU THINK ABOUT SEASONAL LAYOFFS?

EXPRESSING YOUR OPINIONS

In my opinion, ...
I think that . . . . . .
If you ask me, ...

AGREEING WITH SOMEONE'S OPINIONS

I agree with you. (I agree with him/her.)
You're right. (That's right.)
That's true.
That's for sure.
That's a good point.

DISAGREEING WITH SOMEONE'S OPINION

Politely: Well, in my opinion, ...
On the other hand, ...
Yes, but, ...

Stronger: I don't agree.
I disagree with you because, . . .

Strong & Slang: No way!
Get serious!

Exercise I: Fill in below (either orally or written).

OPINION: In my opinion, Reagan is a great president.
AGREE: You're right. He has made our country strong.
DISAGREE: I don't agree. We are closer to war and deeper in debt.

OPINION: I think that New Bedford needs new industry.

AGREE: _____

_____

DISAGREE: _____

_____

OPINION: If you ask me, the garment industry is dying in New England.

AGREE: _____

_____

DISAGREE: _____

_____

OPINION: I think that this shop is too noisy.

AGREE: _____

_____

DISAGREE: _____

_____

OPINION: If you ask me, this new piecerate is impossible!

AGREE: _____

DISAGREE: _____

_____

OPINION: I think that something is wrong with the tension on this machine.

AGREE: _____

_____

DISAGREE: _____

_____

Exercise II. Sit in a circle.

Person A asks B: "What do you think about...?"
B expresses an opinion.
C either agrees or disagrees.
Then c asks D: "What do you think about .(new topic)?"
D expresses an opinion.
E either agrees or disagrees. Then E asks an opinion question. Continue around the circle.

The first time around the circle, start with easy topics such as:

What do you think about. . .overtime?
rock and roll?
all this snow?

Then move on to more complex ideas such as:

What do you think about. . .Pres. Reagan?
unions on strike?
violence on TV?

Exercise III: Instructor or advanced student can set up a chart on the blackboard stating clearly one opinion. (See chart below.) Then ask each classmate to agree or disagree and to explain why. Chart the opinions on the board.

I think that a union shop is better than a non-union shop.	
AGREE	DISAGREE
Why:	Why:

Possible questions to explore:

What do you think about being a union shop?
What do you think about piecework?
What do you think about your boss?
What do you think about the safety conditions at work?
What do you think about your childrens' schools?

ON THE PHONE

CALLING IN SICK (Listen to a tape or have students read.)

(Telephone rings.)
Switchboard: Kartex Clothing. May I help you?
Maria: Personnel, please.
Personnel: Personnel, Sheila speaking.
Maria: Hello. This is Maria Neves. I cannot come into work today. My daughter is sick and I must stay with her.
Personnel: Who is your supervisor?
Maria: Ginny Ramos.
Personnel: I'll leave her the message.
Maria: Thank you.
(Maria hangs up.)

Exercise I: Fill out the phone message as if you were Sheila in Personnel:

To_____

Date_____ Time_____

WHILE YOU WERE OUT

M_____

of_____

Phone_____
Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message_____

_____

_____

_____

_____

_____
Operator

I'LL BE IN LATE (Listen to tape or students can read.)

(Telephone rings.)

Switchboard: Kartex Clothing. May I help you?
Tony: Frank Ferreira please.

(Switchboard rings): Hello, Pressing room.
Tony: Is Frank Ferreira in?
Pressing room voice: No, not yet, can I take the message?
Tony: This is Tony Soares. Please tell Frank that I'll be in late. My car has a flat.
Voice: Hi Tony, this is Pete. I'll leave him the message. See you later.
Tony: Thanks, Pete.

(Hangs up the phone.)

Exercise II: Fill in the phone message as Pete would :

To_____

Date_____ Time_____

WHILE YOU WERE OUT

M_____

of_____

Phone_____
Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	

RETURNED YOUR CALL

Message_____

_____

_____

_____

_____

_____
Operator

Exercise III:

Create your own phone calls. Assign parts for the switchboard operator, supervisors, callers, and message takers. Use the forms below to take the messages:

To_____

Date_____ Time_____

WHILE YOU WERE OUT

M_____

of_____

Phone_____

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message_____

Operator

To_____

Date_____ Time_____

WHILE YOU WERE OUT

M_____

of_____

Phone_____

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message_____

Operator

TALKING TO THE FLOORLADY

Here's your next bundle. It's a new operation. Check the ticket.

Is this the same lot? Can I use the same thread?

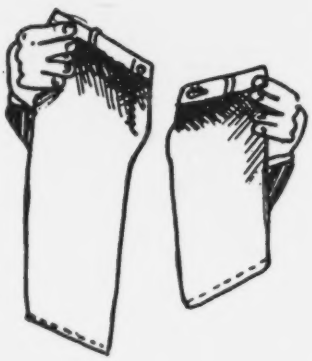
No, the lot's a little different color. Use this thread.

The floorlady (or the floorboy) can answer many of your questions and solve many of your problems.

WHEN SHOULD YOU CALL THE FLOORLADY?

- <u>WHEN YOU ARE NOT SURE WHAT TO DO.</u>
  or
  <u>WHEN YOU HAVE PROBLEMS ABOUT YOUR OPERATION.</u>

WHAT DO YOU SAY?



This piece doesn't fit. Should I ease it in?
What size is this button?
Is this the same lot? (referring to color)
Can I use the same thread?
(pointing to a mistake)...Should I let this go?
(for piecework)...Which ticket do I take off?
(due to lost time)...Please sign my work-sheet.
The job-operation ticket is missing.

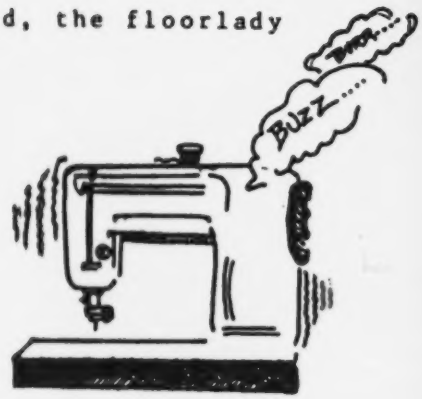
WHAT ELSE CAN YOU SAY?

_____

_____

_____

- **WHEN A MACHINE PART BREAKS.** (If needed, the floorlady then calls the mechanic.)



WHAT DO YOU SAY?

My pressure foot is broken.
The tension is too tight.
The press is broken.
My light is out.
My machine is jamming up.
My machine is skipping stitches.
My machine is dragging.
My machine is making a funny noise.

WHAT ELSE CAN YOU SAY?

_____

_____

_____

- **WHEN YOU NEED A NEW JOB OR NEW PARTS.**

WHAT DO YOU SAY?

I need buttons.
I need thread.
I ran out of buttons.
I ran out of thread.
No steam!
I need work.
I don't know how to do this.

WHAT ELSE CAN YOU SAY?

_____

_____

_____

THE ACCIDENT

OW!

I burnt my hand!
I need a bandage!

later:

You need to file an accident report.

That's not necessary. I don't want to cause any problems. I like this job and I want to keep it.

Don't be silly! The accident report is important!

QUESTIONS:

1. What was Aguinaldo's problem?
2. What did he need?
3. What is an accident report?
4. What does it mean "to file" a report?
5. Why is the accident report important?

TO READ:

On Monday Aguinaldo burnt his hand. It was not very serious. He did not want to file an accident report. He did not want to cause problems. Tony convinced Aguinaldo to file the report.

On Tuesday, Aguinaldo tried to lift a heavy machine. Because he was using his sore hand, he lost his grip. The machine fell and he hurt his back.

Aguinaldo must be out of work for three weeks. The injury was work related because of his burnt hand so he will receive Workmen's Compensation.

Now he is glad that he filed the original accident report.

EXERCISE I: Make each sentence into a "yes/no" question.

1.S: On Monday Aguinaldo burnt his hand.
Q: Did Aguinaldo burn his hand on Monday?

2.S: It was not very serious.
Q: Was it very serious?

3.S: He did not want to file an accident report.
Q: _____

4.S: He did not want to cause problems.
Q: _____

(continue)

EXERCISE II: On the next page is an accident report form. The supervisor or personnel officer fills out this form. Role play with the teacher or on advanced student. You be the injured worker. Let the teacher ask you the questions.

Form #1

DEPARTMENT OF INDUSTRIAL ACCIDENTS — DEPARTMENT FR
600 WASHINGTON STREET, BOSTON, MASSACHUSETTS 02111

EMPLOYER'S FIRST REPORT OF INJURY

(To be filed only for those injuries resulting in five lost work days.)

Please print or type legibly. Incorrect, illegible or incomplete forms will be returned.

I. EMPLOYEE DATA

1. First Name | Initial | Last Name
2. Social Security Number
3. Home Address (No. & Street, City, State, Zip Code)
4. Home Tel. #
5. Marital Status ☐ Single ☐ Married
6. Sex ☐ Male ☐ Female
7. Date of Birth (MM/DD/YY)
8. No. of Dependents
9a. Regular Occupation
9b. Occupation when injured (if different).
9c. No. of days on non-regular job when injured.
10. How long in your employ? yrs. ____ mos. ____
11. If a juvenile, was an employment certificate or permit on file? ☐ Yes ☐ No

II. EMPLOYER DATA

12. Employer Name
13. E.I.N. NUMBER
14. Office Address (No. & Street, City, State, Zip Code)
15. Telephone #
16. Name and Address of Insurance Company (not agent) providing your Workers' Compensation Coverage
17. Nature of Business or Article Manufactured
18. Industry (S.I.C.) Code

III. EMPLOYEE WAGE DATA

19. Piece or Hourly Worker ☐ Piece ☐ Hourly
20. Hourly Wage $ ____
21. # Hours worked per day ____
22. Days worked per week ____
23. Provide estimated value of meals furnished the employee each week and estimated weekly value of any lodging, fuel, etc. furnished: $ ____
24. Gross Aver. Weekly Wage $ ____

IV. OCCUPATIONAL INJURY OR ILLNESS DATA

25. Date of Injury (MM/DD/YY) / /
26. Was injured paid in full for this day? ☐ Yes ☐ No
27. Date Disability began (MM/DD/YY)
28. Date of Fifth Work Day Lost (MM/DD/YY) / /
29. Estimated length of Disability in days ____ days
30. Injury Type Code ____
31. Primary Body Part Code ____
32. Secondary Body Part Code ____
33. Other injury descriptors (Check all that apply):
    a. Injury direct result of a single accident ☐
    b. Injury resulted from cumulative condition ☐
    c. Injury represents a chronic/recurring disease ☐
    d. Injury resulted from toxic/hazardous substance ☐
34. Address or Location where injury/illness occurred.
35. On employer's premises? ☐Yes ☐No
36. Employee's Department ____
37. If injured has returned to work:
    a. Date of Return (MM/DD/YY) / /
    b. Weekly Wage $ ____
    c. At what occupation? ____
38. To whom and when was injury/illness reported?
39. If injured has died (MM/DD/YY) enter date of death / / /
40. Name and Address of Witnesses:
41. Name and Address of Physician
42. Name and Address of Hospital

V. ACCIDENT INFORMATION

43. Describe fully how accident/injury occurred.

FOR OFFICE USE ONLY DO NOT WRITE IN THIS COLUMN

Stamped Date Received:

Board Number _ _ _ _ _ _ _ - _ _

E ____

V ____

R ____

Signed by ____ Title ____ Date ____

Please file original with the D.I.A., copies to both insurer and employee within five days, excluding Sundays and holidays, from date in box #28. Failure to comply with reporting requirements may result in a fine.

Injury Type and Body Part codes are listed on reverse side.

TALKING TO THE SUPERVISOR

The supervisor can solve problems and answer questions that are more serious and that are controlled by company policy.

WHEN SHOULD YOU ASK THE SUPERVISOR?

- **WHEN YOU HURT YOURSELF.**

WHAT DO YOU SAY?
I need to see a nurse.
I cut myself.
I put a needle through my finger
I sewed my finger.
I burnt my hand.
My finger is stuck.
Do you have a band aid?
I need to file an accident report.

WHAT ELSE CAN YOU SAY?

_____

_____

_____

- **WHEN YOU HAVE A QUESTION ABOUT YOUR PIECE-RATE.**

WHAT DO YOU SAY?
The price is wrong.
I can't make it at this rate.
This is priced different.
Is it a different method?(style? machine?)
What 's the price for this?
They cut my rate.

WHAT ELSE CAN YOU SAY?

_____

_____

_____

- **WHEN YOU HAVE A CONCERN ABOUT WORKING CONDITIONS.**

WHAT DO YOU SAY?

It's too noisy in here. Can't you have the machine fixed?
It's too hot in here. We need some fresh air.
There's not enough light in here. It makes my eyes tired.

WHAT ELSE CAN YOU SAY?

_____

_____

_____

(The following story was created and written by the ACTWU ESL class and their instructor, Claudia Couto, 1987. The authors' names are: Fatima Amaral, Maria Ribeiro, Ana Mello, Fatima DeMelo, Natividade Medeiros, and Lidia Carreiro.)

A TOOTHACHE

All morning Alda was very quiet in work. Her friends who worked near her at Kartex, know there was a problem. Even Alda's supervisor, Bea, wondered what was wrong.

Over the weekend, Alda had a dull toothache on the left side of her mouth. Today it was much worse. The pain was almost unbearable. Alda knew she should see a dentist but was afraid. She also did not want to lose any time from work.

By lunch time, her face was swollen and quite red. She decided, to tell Bea and then call her dentist's office.

ROLE PLAY: Assign roles for Bea, Alda, Alda's friends, the receptionist at the dentist's office, and the dentist. Act out the story.

PIECERATES

I'm not making any money on this job. The rate must be wrong.

There's a change in the method, Maria. You're using a different stitch. That's why the rate is different.

I'm still not satisfied. How can I make any money on this operation?

Maria, why don't you talk to your steward?

QUESTIONS:

1. What's wrong with Maria?
2. Is she making any money on the job? Why/why not?
3. Who did Maria talk to?
4. What did the supervisor explain?
5. Was Maria satisfied? Why/why not?
6. What should Maria do?

EXERCISE I:

What's wrong?	Suggestion...
1. I'm not making any money on this job.	1. Why don't you talk to you supervisor?
2. I'm not getting any good jobs from the floorlady.	2. Why don't you tell her?
3. I'm not satisfied.	3. Why don't you talk to your stewart?
4. I'm not getting enough fresh air.	4. Why don't you open the window?
5. I'm not getting enough sleep.	5. Why don't you go to bed earlier?

What's wrong?	Suggestion...
1._____	1. Why don't you_____?
2._____	2. Why_____?
3._____	3. _____?
4._____	4. _____?

TO READ:

Maria talked to Pat, the steward. Pat looked at the job. She said that the job had two changes: the stitching and the cut. But Pat was not sure about the rate.

The next day Pat talked to Cindy, the business agent. Cindy spoke to the union time study engineer. He said, "The rate is unfair."

The third day, Cindy spoke to the plant manager. She convinced the manager. He changed the rate.

EXERCISE II:

Copy each sentence onto a separate sheet of paper. Put the sentences into the correct order.

or . . .

(Just for fun) Copy each sentence onto a separate sheet of paper. Each student holds up one of the sentences. Scramble the students. Then the students must put themselves into the proper order.

QUESTION: What words in each sentence are clues to help you put the sentences in proper order? Circle these words.

EXERCISE III: Role play Maria's piecerate story.

CONVERSATION: The following conversation was written by Joyce Pimental, language coach from ILG.

Worker: I can't make money on this job!
Chairlady: Is the breakdown correct?
Worker: I don't know, what do you think?
Chairlady: From what I see, everything is right.
Worker: I don't care - he should pay us time-work for this. I'm going to lose everything I made this week.
Chairlady: I'm sorry - if the breakdown is right and it's your job - I can't ask him to pay time-work.
Worker: What good is the Union if you can't do anything for us?
Chairlady: I can only do what's right - you have to understand that not all piece work operations are good. Sometimes you will do well and at other times - poorly. Hopefully, one will balance out the other.

QUESTIONS:

1. Workers on piecerate talk about "good work" and "bad work."
   What does this mean?
   What did the chairlady mean when she said "You have to understand that not all piecework operations are good"?

2. Do you work on piecerate?

3. What jobs are good?

4. What jobs are bad?

5. Does your floorlady divide the good work with all the workers?

(for more detailed information on piecerates, please refer to the ACTWU workbook entitled SETTING PIECERATES)

TALKING TO YOUR UNION STEWARD

When your supervisor does not help you with your question or with your problem, them you should talk with your union steward. You may have questions about:

1. piece-rates or wages,
2. working conditions,
3. safety issues, or
4. your rights as a worker.

WHAT SHOULD YOU DO?

TALK TO YOUR SUPERVISOR FIRST.
GIVE YOUR SUPERVISOR TIME TO RESPOND.
IF YOUR SUPERVISOR DOES NOT ANSWER,
or
IF YOUR SUPERVISOR'S ANSWER DOES NOT SATISFY YOU...

TALK TO YOUR STEWARD.

WHAT CAN YOU SAY?

My rate is too low. I talked to my supervisor, but she say's the rate is correct.

It's too cold in my department. I talked to the supervisor, but he didn't do anything.

There are bugs in the cafeteria. I talked to the supervisor, but he didn't do anything.

This electrical wire is frayed. I talked to the supervisor but she didn't change it.

There is a bad oder in here and too much dust. We need better ventilation. I talked to the supervisor but she said "Don't worry."

WHAT ELSE CAN YOU SAY?

_____

_____

_____

REMEMBER:

TRY FIRST TO SOLVE THE PROBLEM. TALK TO YOUR SUPERVISOR.
IF THE PROBLEM REMAINS, TALK TO YOUR STEWARD.

I DON'T WANT TO MAKE PROBLEMS

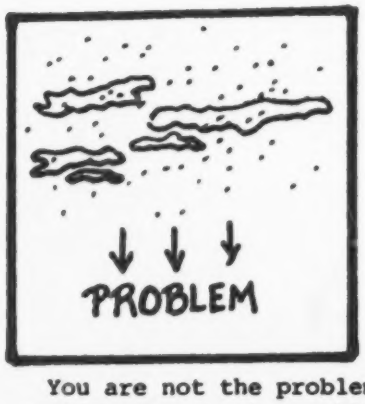
The dust and fumes are very bad in this building. My wife and I have seen the doctor many times. I am always coughing and have to take medicine. My wife has bad headaches.

Have you talked to your supervisor?

Yes, every week for the past two months. And I asked my steward to help, too. They both say the plant manager is "looking into it", but he is very busy.

You may need to file a grievance.

I don't want to make problems. I just want to get some fresh air in the shop.



You are not the problem. Poor ventilation is the problem! You have rights according to your contract and according to Health & Safety laws. I will convince the plant manager to make some changes. I'll try to get back to you next week.

EXERCISE I: VERBS + "TO"

I have to take medicine.
I have to go home.
I have to talk to the steward.
I need to file a grievance.
I need to go home.
I need to fix the tension.

I want to talk to you.
I want to get some fresh air.

Complete these sentences with verbs + "to".....:

1. I promise to _____.
2. She will try to _____.
3. We are learning to _____.
4. We agreed _____.
5. I forgot _____.
6. The boss decided _____.

EXERCISE II: VERBS + OBJECT + "TO"

I will convince the plant manager to make some changes.
I will get the plant manager to make some changes.
He will allow the stewards time to discuss union matters.
I invite you to join us.
I order you to sit down.

Complete these sentences with verbs + objects + "to"...:

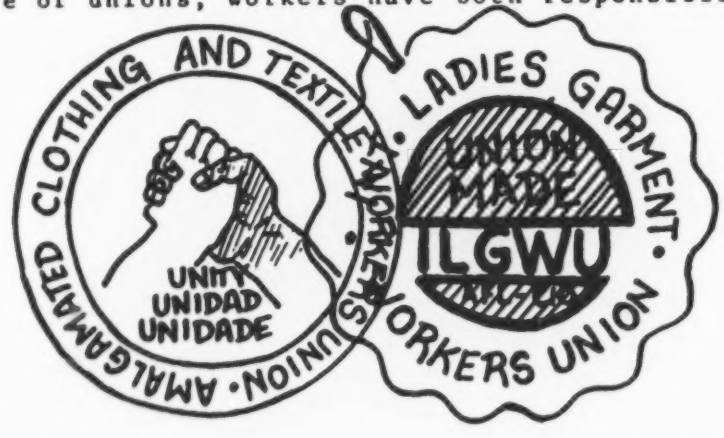
1. I order you to _____.
2. He encouraged me to _____.
3. I forbid you to _____.
4. He will permit _____ to _____.
5. She is teaching _____ to _____.
6. Will you advise _____ to _____?
7. Don't force _____.
8. He will tell _____.

WORKERS' RIGHTS AND RESPONSIBILITIES

Before unions and labor laws existed, workers only had responsibilites. Workers did not have rights. For example, if a worker was sick she could ber fired. Or a worker's wages could be cut anytime. Workers had to do what they were told. They could not make changes. They could not make improvements. The company owner made all of the decisions. If the worker did not like the decisions, the worker could not complain or she would lose her job.

Workers learned that there is power in unity. Workers found strength by uniting, by speaking with one voice. The factory owner needed the workers. If <u>all</u> the workers <u>together</u> wanted a change, the factory owner had to listen. If he did not listen, the workers could strike. Now, united workers preserve these rights through their union contracts. Every few years representatives from the union and the company negotiate their union contract to ensure the worker's rights.

Because of unions, workers have both responsibilities and rights.



<u>WORDS</u>

What do these words mean? Try to understand their meaning from the story.

labor laws	speaking with one voice
rights	strike
responsibilities	working conditions
power in unity	satisfied

RESPONSIBILITY

WHAT ARE YOUR RESPONSIBILITES TO THE COMPANY?

Each company has a company policy. This is a list of workers' rules and responsibilities.

1. Do you have a copy of your company's policy statement?
2. Who, at work, can you ask for this policy statement?
3. What would you say?

THE COMPANY POLICY EXPLAINS:

1. RULES ABOUT TIME REQUIREMENTS
2. SAFETY RULES
3. OTHER COMPANY RULES AND REGULATIONS.

QUESTIONS ABOUT YOUR RESPONSIBILITIES TO THE COMPANY:

1. What is your company name?
2. What hours are you expected to work daily?
3. What are the rules regarding absences?
4. What are the rules regarding safety?

WHAT OTHER RESPONSIBILITIES DO YOU HAVE?

_____

_____

_____

_____

_____

RIGHTS

WHAT ARE YOUR LEGAL RIGHTS AS A UNION WORKER?

Each union has a contract. This is a list of rights that belongs to the worker. As a union member you have the right to get information about your contract. You also have the right to a good steward.

1. Do you have a copy of your union contract? Can you get one?
2. Who can you ask for this document?
3. What would you say?
4. Describe the characteristics of a good steward.

THE UNION CONTRACT EXPLAINS:

1. YOUR WAGES
2. PAID VACATIONS AND HOLIDAYS
3. INSURANCE AND PENSIONS
4. YOUR CIVIL RIGHTS
5. JOB BIDDING PROCEDURES
6. SAFETY AND HEALTH CONDITIONS

QUESTIONS ABOUT YOUR RIGHTS:

1. What is the minimum wage under United States law?
   What is you minimum wage according to your contract?
2. What are your civil rights according to your contract?
3. What vacation time do you have?

WHAT OTHER RIGHTS DO YOU HAVE?

_____

_____

_____

For more exercises on your legal rights and your union rights, please refer to the Labor Ed worksheet called "YOUR RIGHTS".

NEW WAY OF THINKING

In our American culture we believe that it is beneficial to voice opinions. It is good for workers to expect certain rights.

In some societies, it is not good to speak your opinion. For some it is dangerous. For others it is rude. In other cultures only the men can state opinions. They expect the women to remain quiet. They expect the women <u>not</u> to complain and <u>not</u> to assert themselves. (Is this true in your native country?)

Americans value the fact that our opinions become strong when many people share the same opinion. If many people share an opinion, and if each person speaks out about this opinion, and if these people unite in their belief, then we, the people, have the power to make changes. (Can you think of an example of this?)

Workers who belong to a union have the power to speak out and the power to make changes.

TERMS: What do these words mean?

to voice your opinion
to speak out
to speak up

QUESTIONS:

1. In your native land, is it acceptable to speak your opinion?

What happens in your country if you publicly give your opinion about politics? About religion?

What happens in USA if you speak out about politics? About religion?

2. What happens if you speak out in your country about work issues?

3. How do you feel about speaking out at work here in America? Discuss these different feelings:

pleased	nervous
surprised	embarrassed
shy	proud
suspicious	hesitant
afraid	worried

4. Do you believe that you can make changes by speaking out?

(The following story was created and written by the ACTWU ESL class and their instructor, Claudia Couto, 1987. The authors names are Fatima Amaral, Maria Ribeiro, Ana Mello, Fatima deMelo, Natividade Medeiros, and Lidia Carreiro.)

BAD ACCIDENT

Jorge was a mechanic at Kartex for 14 years. Two years ago, he had a very bad accident at work and lost 3 fingers on his right hand. After 2 operations and 18 months at home, he wanted to look for a part-time job.

The physical therapist at the hospital helped Jorge to learn to use his hand well; and suggested he go back to Kartex. Rose in the Personnel Office asked Jorge if he could push a broom because there was an opening at Lotex, the parent company of Kartex.

Jorge wondered if he could handle the job. He went home and talked with his wife and then called his therapist. It was not a job he had done before; but a sweeper might be a job Jorge could do well...

QUESTIONS

1. Imagine that three years ago Jorge noticed that a particular machine needed to be replaced. He told the supervisor and the plant manager but no one replaced the machine. It was on this faulty machine that Jorge was injured. What are his rights? What are the company's responsibilities?

2. Now imagine that three years ago Jorge was regularly drinking on the job. No one knows whether or not he was drinking the day of the accident. Now, what are his rights?

3. Imagine, now that Jorge did not drink and that the machine was not faulty. The accident just happened. Jorge and his wife have questions about his benefits. Can they be continued during his time out of work? Who should he talk to about these kinds of questions? What should he say?

4. Imagine that Jorge is offended by the offer to push a broom. He was a mechanic and was proud of his job. He wants to return to work with a job of similar status. What are his rights? What are the company's responsibilities? (Perhaps, as a class, you would like to invite your business agent into your class to discuss this.) Practice the questions you would ask her.

JANUARY 12, 1912

Something happened on January 12, 1912, in Lawrence, MA that has affected your lives. Do you know what happened on that day?

It was a very cold day in Lawrence, Massachusetts. Thousands of women and children were at work in the textile mills.

One woman, Louise Marion Bosworth, described the working conditions this way:

> "...the women stitch all day in a gloomy room with bare and dirty brick walls...They work ten hours a day, only stopping long enough to heat some cold tea at noon...the light is so poor, and soot-caked windows make it so dim, that some of the women cannot stand the eyestrain.
>
> ...many complaints are heard about the ventilators; in winter the winter the windows are kept closed until the girls' shirt waists are wet with perspiration. Then at five they suddenly emerge into the winter air and consequently have perpetual coughs."

How many hours did these women work each day?

How many breaks did these women have each day?

Describe the lighting in the shops.

Describe the ventilation.

Can children work in the shops today? Why or why not?

On this cold day of January 12, 1912 the women and children were working at the looms. They heard some bad news. The state passed a new law. This new law changed the work hours from 56 to 54 hours per week.

This sounds like good news! Why is this news bad?

Because the work hours were reduced, the employers speeded up the looms. They made the workers work faster and harder.

Furthermore, because the work hours were reduced, the employers cut the pay from $6.00 per week to less. When the workers heard the news about less pay, they were so angry that they could not work. They began to shout, "SHORT PAY! SHORT PAY!"

This cry spread from loom to loom, from factory to factory, and from mill to mill. Suddenly everyone was walking out of work and parading on the streets. This became the most famous strike in American history.

EXERCISE:

ACTIVE	PASSIVE
They reduced the work hours.	The work hours were reduced.
They cut the pay.	The pay was cut.
They speeded up the looms.	The looms were speeded up.
They spread the cry.	The cry was _____.
They changed the hours.	The hours _____.
They changed the law.	_____.
They cut the pay.	_____.
They told the story.	_____.
They shut the windows.	_____.

The strike was long and hard. People were attacked on the street. It was difficult to buy food. Children were starving. The union tried to help the children. Hundreds of children were sent away to homes of workers outside of Lawrence. But the city did not want the children to go. The city did not want the world to know what was happening in Lawrence. When the union tried to send a group of children away, the city police attacked the women and children. The women and children were assaulted. They were clubbed. Some were trampled to death.

This was the turning point. The federal government stepped in. They helped to end the strike.

Wages were increased to 20%, especially for the unskilled workers.

Compensation was paid for overtime work.

Why was this strike so special?

This strike showed the power of united workers. This strike was by unskilled and unorganized workers. Most of these workers were immigrants. Many different languages were spoken. Together these workers successfully struggled with their employers and won the struggle.

This was the first of many struggles and many victories for the united garment workers.

HOW DID JANUARY 12, 1912 AFFECT YOUR LIFE?

A quote from one of the strikers, Mary Heaton Vorse:

> "It was a new kind of strike. There had never been any mass picketing in any New England town. Ten thousand workers picketed. It was the spirit of the workers that seemed dangerous. They were confident, gay, released and they sang. They were always marching and singing. The gray tired crowds ebbing and flowing perpetually into the mills had waked and opened their mouths to sing, the different nationalities all speaking one language when they sang together."

ROLE PLAYS

1. Imagine that you are a radio announcer during the 1912 strike. Report "over the radio" what is going on in Lawrence, MA.

2. Imagine that you are a worker in the mills on Jan.12, 1912 when you hear about the pay decrease from another co-worker. Role play the discussion.

Quotations from Labor's Untold Story, R.Boyer & H. Morais,Published by United Electrical, Radio & Machine Workers of America, New York, NY pp.175, 186,187.

MAKING CHANGES

Workers can make changes in many ways. Sometimes we forget about the easy way to make changes --- simply to ask...

Ways to make changes:

ASK

Is your tension loose? Ask your floorboy or floorlady.
Do you need more light? Ask your supervisor.
Do you need a day off to see the doctor? Ask your manager or your personnel officer.

PRACTICE

Describe a problem you saw in the shop this past week.
Who should the worker talk to?
What should the worker say?

USE YOUR UNION STEWARD

Have you tried ASKING and are still dissatisfied?
Then talk to your steward.
What can your steward do? Your steward can talk to your supervisor. Many times the problem is solved at this level.

PRACTICE

Who is your steward?
What problems has your steward solved recently?
Would you like to be a steward? Why or why not?
Who do you know that would be a good steward?

FILE A GRIEVANCE

If the steward and supervisor do not solve the problem, the steward goes to the chairperson (or chief steward).
This chairperson takes the grievance to the plant manager.
The chairperson, plant manager, and grievant try to resolve the issue. They try to solve the problem.

PRACTICE

Filing a grievance is a union member's right, responsibility, and priviledge. What does this mean?
Who is your chairperson (chief steward)?
Does this chairperson do a good job? Why or why not?
What characteristics do you need to be a good chairperson?
Would you like to be a chairperson? Why or why not?
Who do you know that would be a good chairperson?

CONTACT YOUR BUSINESS AGENT

If the problem is still unsolved, the union business agent steps in. The business agent tries to resolve the issue.
If she cannot solve the issue, the local union executive board discusses the problem and votes whether or not the issue should "go to arbitration".

PRACTICE

Who is your business agent?
When does your business agent visit your plant?
Where can you call to talk to your business agent?
Who is on the local executive board? If you do not know, who can you ask to find out? Bring this information back to class.

GO TO ARBITRATION

(Almost all problems are solved before this point.)
An arbitrator is hired to hear the case.
This arbitrator is objective; he is not biased.
He listens to the company's opinion and he listens to the grievant's opinion.
The grievant has a union representative with her for support.
The decision of the arbitrator is a final decision.
The worker and the company must abide by the final decision.

PRACTICE

What do these words mean?

objective	biased
abide	hear the case

What problems went to arbitration in the last few years?
What were the decisions on these cases? How were the problems solved?
If you do not know the answer, who can you ask? Bring this information back to class to share with your co-workers.

(SPECIAL NOTE)

This grievance process, (filing the grievance, working with the chairperson and business agent, and going to arbitration), can be a very long process, maybe even six months. However, the issue can be resolved at any point in the process. Usually the problem is solved before it becomes a grievance.

What are typical issues? Unfair rates are a common cause for grievance. Lay-off violations are another cause. That means, if people are laid-off -- not according to contract seniority rules. Job changes are another cause for grievances. This occurs when the company installs a new method or a new machine that causes unfair changes for the worker.

VOTE

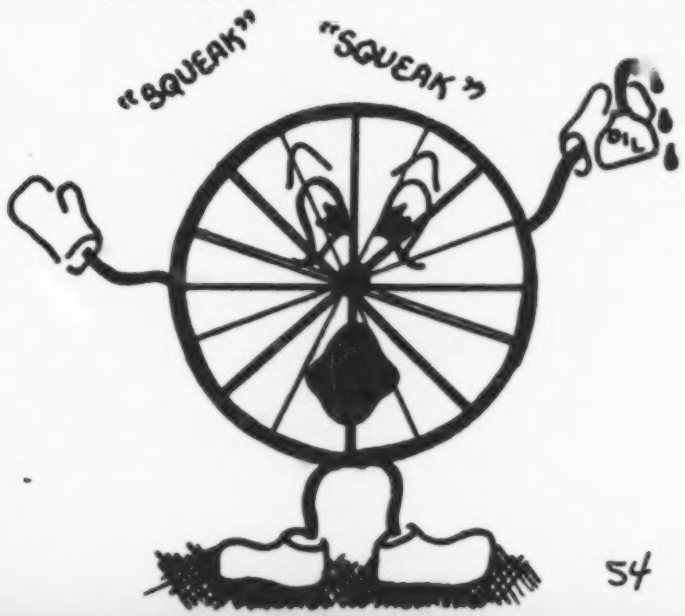
By attending monthly union meetings, workers can talk about issues that are important to them.
They can also vote on issues to make real changes.
These meetings have agendas that must be followed. If you want to bring up a topic for discussion, you should do so during the "good and welfare" part of the meeting. If you want to bring up a topic to vote on, you should do so during the "new business" part of the meeting.
Union workers also vote in the shop stewards and the chairperson. The shop stewards are voted in every three years. The chairperson is voted in at the plant. The business agent arranges this election.

ROLE PLAYS

1. A worker thinks that his rate is unfair. He is not getting enough money. He goes to his supervisor, but the supervisor says that the rate is correct. He then goes to his steward to ask for help. Assign roles for the worker, supervisor and steward and practice the conversation.

2. Three workers are upset because they are not getting their share of the "good work". Instead, they keep getting the work that is boring and earns a low rate. They have already talked to the supervisor and to the steward. In fact, even the chairperson hasn't been able to help. They call the business agent to ask for her advice. The business agent meets with the workers and the chairperson and gives them advice. Assign roles first for the phone conversation to the agent's office, then for the conversation between the agent the three workers, and the chairperson. Role play the situation.

3. A grievance about poor health hazards has been filed. It seems that dangerous dusts and poor ventilation are causing several workers to have allergy problems. Assign roles for the union business manager, plant manager, grievants,and union. Practice the conversation.



QUESTIONS

In America we have a saying, "The squeaky wheel gets the grease."

What does this saying mean?

How does this saying apply to your union grievance process?

What are some issues that you would like to "squeak" about?